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AMENDMENTS
to the
Program of Studies: Junior High Schools

1. Replace front-end pages i to xii with pages i to xi.
2. LANGUAGE ARTS:
 - Replace Language Arts D.1.
 - Replace Ukrainian Language Arts D.1.
3. SOCIAL STUDIES: Replace Social Studies C.22–C.23 and D.1–D.2.
4. PRACTICAL ARTS:
 - Insert Practical Arts title page (following Practical Arts divider).
 - Remove Typewriting sections A., B., C. and D.
5. SECOND LANGUAGES:
 - Replace French as a Second Language D.1.
 - Replace Ukrainian D.1.

Career and Technology Studies (CTS)
Junior High School Implementation

Practical Arts courses will be replaced by the provincial implementation of Career and Technology Studies (CTS) strands in the 1997–98 school year.



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PROGRAM *of* STUDIES

Junior High Schools

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PROGRAM OF STUDIES: JUNIOR HIGH SCHOOLS

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HEALTH AND PERSONAL LIFE SKILLS	1987	B1-B2 1987 B3 1989	C1 1989 C2 1987 C3-C5 1989	1989
LANGUAGE ARTS				
Language Arts	1984	1984	1987	1994
Ukrainian Language Arts	1990	1990	1990	1994
MATHEMATICS	1988	1988	1988	1988
PHYSICAL EDUCATION	1988	1988	1988 C2 1993	1988
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English Language Arts	1992	1992	1992	1992
Practical Arts	1992	1992	1992	1992
Social Studies	1992	1992	1992	1992
NATIVE LANGUAGES				
Blackfoot Language and Culture Program	1990	1990	1990	1990
Cree Language and Culture Program	1989	1989	1989	1992

The dates on the grid indicate the most current and up-to-date sections in each program of studies.

Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations	D. Basic Learning Resources
★ CAREER AND TECHNOLOGY STUDIES				
PRACTICAL ARTS				
Agriculture: Land and Life	1989	1989	1989	1989
Business Studies 9	1990	1990	1990	1990
Computer Studies	1990	1990	1990	1990
Home Economics	1988	1988	1988	1988
Industrial Education	1984	1984	1984	1986
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Ethics	1989	1989	1989	1989
SECOND LANGUAGES				
French as a Second Language	1992			
Beginning Level		1992	1992	1994
Intermediate Level		1993	1993	1994
German as a Second Language	1984	1984	1984	1984
Ukrainian as a Second Language	1984	1984	1984	1994

★ Practical Arts courses will be replaced by the provincial implementation of Career and Technology Studies (CTS) strands in the 1997-98 school year.

INTRODUCTION

The *Program of Studies: Junior High Schools* is primarily a description of the expectations for student learning at Grade level 7 through Grade level 9. The content of the program of studies is focused on what students are expected to know and be able to do in each core course and each provincially authorized complementary course that has been developed for these grade levels. Basic student learning resources are also listed.

Though the program is outlined in courses, listed by subject area category, there is no requirement that organization for instruction be based on these categories. There are many connections that can be made across the various subject areas of the curriculum. Integrating across subject areas and providing ways for students to make connections enhances student learning.

For guidelines and regulations regarding the offering of junior high courses, readers are referred to the current issue of the *Guide to Education: Junior High School Handbook*. Alberta Education also produces a variety of publications to support programs of study, which are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750). Basic and support student learning resources, and authorized teaching resources, are listed in the Learning Resources Distributing Centre's *Buyers Guide*.

GOALS OF EDUCATION FOR ALBERTA

INTRODUCTION

The following statements of goals direct education in Alberta's schools. These goals are the basis from which specific learner expectations for various subjects and grade levels are developed. They also provide an important foundation for school and classroom planning.

Planning of learning activities, and the selection of learning resources, should be based not only on the specific learner expectations listed in programs of study, but also on the larger intent of those programs, as reflected in the goals. Local approaches used in delivering the program are critical to achievement of these goals adopted for Alberta by order of the Minister, pursuant to section 25(1)(f) of the *School Act*.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each

- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

DESIRABLE PERSONAL CHARACTERISTICS

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that human beings are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

ETHICAL/MORAL CHARACTERISTICS

Respectful	- has respect for the opinions and rights of others, and for property.
Responsible	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	- behaves in an open, consistent and equitable manner.
Tolerant	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	- is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	- is generous, compassionate, understanding, considerate.
Forgiving	- is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	- is dependable, faithful; devoted to friends, family and country.

INTELLECTUAL CHARACTERISTICS

Open-minded	- delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	- analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	- is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	- expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	- has internalized the need for doing his or her best in every field of endeavour.
Appreciative	- recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

SOCIAL/PERSONAL CHARACTERISTICS

Cooperative	- works with others to achieve common aims.
Accepting	- is willing to accept others as equals.
Conserving	- behaves responsibly toward the environment and the resources therein.
Industrious	- applies self diligently, without supervision.
Possesses a strong sense of self-worth	- is confident and self-reliant; believes in own ability and worth.
Persevering	- pursues goals in spite of obstacles.
Prompt	- is punctual; completes assigned tasks on time.
Neat	- organizes work in an orderly manner; pays attention to personal appearance.
Attentive	- is alert and observant; listens carefully.
Unselfish	- is charitable, dedicated to humanitarian principles.
Mentally and physically fit	- possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

RELIGIOUS AND PATRIOTIC INSTRUCTION

There is one section in the *School Act* which has to do with religious and patriotic instruction. It is reproduced here for the information of teachers and administrators.

SECTION 33(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33; 1990 c36 s16

COMMON ESSENTIAL LEARNINGS

The *Secondary Education in Alberta* policy statement, June 1985 (p. 14) states:

The intellectual purpose of the secondary school should be emphasized by providing opportunities for all students to acquire basic communication and computation skills and to develop analytical, creative, and critical thought processes. These skills must be integrated across all subject areas. A continuum of general concepts, skills and attitudes necessary for developing students' thinking skills will be integrated across the curriculum, from elementary education to the end of secondary education.

In Vision for the nineties . . . a plan of action emphasis is placed on ensuring that all students develop strong basic skills including mathematics, interpersonal and communication skills, such as speaking,

debating, spelling and writing. Students should also be helped to develop conceptual, analytical, critical and creative thinking skills, learn how to learn, and apply these skills in everyday life. These skills would provide a sound foundation for higher level skill development required by all students in a rapidly changing world.

Further information regarding thinking skills is provided in *Teaching Thinking: Enhancing Learning*, 1990 and *Teaching Skillful Thinking: A Staff Development Program for Educators*, 1986, which includes videotapes, with background readings and suggested workshop activities. These resources are available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

LEARNING RESOURCES

POLICY

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

LEARNING RESOURCE CATEGORIES

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, both publisher developed and teacher made, are available for use in implementing junior high school programs. Decisions about the selection and use of resources are a local matter and should take into account the student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of education; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education, such as teacher resource manuals (TRMs), diagnostic programs and monographs, are authorized by definition.

AVAILABILITY

Most authorized resources are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Resources are listed in the Learning Resources Distributing Centre's *Buyers Guide*.

D. BASIC LEARNING RESOURCES

Grades 7, 8 and 9

Graves, C. et al. *In Context Series*. Scarborough, ON: Nelson Canada, 1989–93.

In Context: Anthology One, 1990
ISBN 0176030484

In Context: Anthology Two, 1990.
ISBN 0176030549

In Context: Anthology Three, 1990.
ISBN 0176030603

Responses: Non-Fiction in Context: One, 1990.
ISBN 0176030492

Responses: Non-Fiction in Context: Two, 1990.
ISBN 0176030557

Responses: Non-Fiction in Context: Three, 1991.
ISBN 0176030654

Writing in Context One, 1989
ISBN 0176025316

Writing in Context Two, 1990
ISBN 0176025324

Writing in Context Three, 1993
ISBN 0176025332

Hannan, E. et al. *Perspectives Series*. Toronto, ON: HBJ-Holt Canada, 1990–92.

Perspectives One, 1990 [anthology]
ISBN 07747130089

Perspectives Two, 1991 [anthology]
ISBN 077471333X

Perspectives Three, 1992 [anthology]
ISBN 0774713380

Perspectives in Writing One, 1991
ISBN 0774713291

Perspectives in Writing Two, 1991
ISBN 0774713348

Perspectives in Writing Three, 1992
ISBN 0774713399

Iveson, M. et al. *MultiSource Series*. Scarborough, ON: Prentice-Hall Canada Inc., 1993.

Changes [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

Creativity [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

Heroic Adventures [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

Image Poetry [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

Media and Communication [anthology, student magazine, audiotape (1), transparencies, videotapes (2)]

Mystery and Wonder [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

People Profiles [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

Play Making [anthology, student magazine, audiotape (1), transparencies, videotapes (2)]

Relating [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

What a Story! [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

What's Fair? [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

Working Together [anthology, student magazine, audiotape (1), transparencies, videotapes (3)]

Patterson, D. et al. *Galaxies Series*. Don Mills, ON: Addison-Wesley Limited, 1990–92.

Galaxies I, 1990 [anthology]
ISBN 0201504359

Galaxies II, 1991 [anthology]
ISBN 0201504383

Galaxies III, 1992 [anthology]
ISBN 0201504413

D. BASIC LEARNING RESOURCES

Grade 7

The Carter's Way. 1980. [videocassette]

Grade 8

A Stone on the Road. 1988. [videocassette]

Grade 9

Ukrainian Folk Celebrations and Christmas and Spring. 1989. [videocassette]

SKILL OBJECTIVES

- Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in the United States.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about economic growth within a market economy.
- Determine values underlying a position (identify, define, describe—value priorities, value conflicts).
- Categorize information to develop concepts—industrialization, market economy, quality of life.
- Make generalizations by stating relationships among concepts about economic growth within a market economy.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the United States.

COMMUNICATION SKILLS

- Construct a time line of major events and the contributions of individuals to the industrial development of the United States.
- Write, from several points of view, and with sensitivity to more than one perspective, a clear and effective essay/position paper, letter or editorial on the influence of the market economy on growth of industrialization in the United States, with more emphasis on the synthesis and evaluation of information from varied sources.

Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

PARTICIPATION SKILLS

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes—staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

- Students will be encouraged to develop:

- Appreciation of the ways in which different economic systems meet the needs of the people.
- Appreciation of the worth of individual initiative and group effort in achieving goals.
- Appreciation of the need for balance between freedom and responsibility.
- Appreciation of the contributions of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.

TOPIC B Economic Growth: A Case Study of the Former U.S.S.R.

The intent of this study is to help students understand how economic growth within a centrally planned economy has affected the quality of life.

Students will study the growth of industrialization in the former Soviet Union. It is critical that current affairs and inquiry strategies are incorporated into this study.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:**
- How did a centrally planned economy influence economic growth in the former Soviet Union?
 - How was the quality of life shaped by economic growth in the former Soviet Union?
- Related:**
- What were the important geographic and economic influences on the industrial development of the former Soviet Union?
 - What were some important historical influences upon industrialization in the former Soviet Union?
 - What role did the government play in the economic growth of the former Soviet Union?
 - What are some advantages and disadvantages to the individual in a centrally planned economy?
 - How are the lives of citizens affected by an economic system?
 - To what extent can individuals influence the economy?
 - What external forces influence economic change?
 - How do individuals deal with economic change?

KNOWLEDGE OBJECTIVES

- *Students will demonstrate an understanding of the following:*

MAJOR GENERALIZATION – A centrally planned economy was the vehicle for economic growth in the former Soviet Union.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
The physical environment provides opportunity and at the same time imposes limitations.	geography	<ul style="list-style-type: none"> - location, landforms, bodies of water, climate, vegetation, natural resources, size, population distribution
Significant change results from industrialization.	industrialization	<ul style="list-style-type: none"> - 1917 Revolution (causes and results) - economic planning <ul style="list-style-type: none"> • New Economic Policy—Lenin • Collectives • Five-Year Plans—Stalin • Planning—Post-Stalin
In a centrally planned economy, land, labour and capital are controlled by government.	centrally planned economy	<ul style="list-style-type: none"> - scarcity - factors of production - role of government - role of consumers - role of labour - centralization - beliefs/values
In a centrally planned economy, the quality of life is influenced by an emphasis on collectivism and public ownership.	quality of life	<ul style="list-style-type: none"> - lifestyle (social, economic, spiritual, physical, etc.)
Economic changes occur as a result of internal and external influences.	economic change	<ul style="list-style-type: none"> - attempts at economic reform—Gorbachev - introduction of a modified market economy - influence of global marketplace

SKILL OBJECTIVES

– *Students will be able to do the following:*

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the *Reader's Guide to Periodical Literature* and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and using community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, messages and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in the former Soviet Union.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading, and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about economic growth within a centrally planned economy.
- Determine values underlying a position (identify, define, describe—value priorities, value conflicts).
- Categorize information to develop concepts—geography, industrialization, centrally planned economy, quality of life, economic change.
- Make generalizations by stating relationships among concepts about economic growth within a centrally planned economy.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the former Soviet Union.

COMMUNICATION SKILLS

- Construct a time line of major events that shaped the industrial development of the former Soviet Union.
- Convey information, explain thoughts, feelings and ideas, and use persuasive arguments in an oral presentation, speech or debate to support a position on the quality of life in a centrally planned economy. (Use appropriate vocabulary, voice production factors, and non-verbal factors to communicate meaning and mood effectively.)

Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

PARTICIPATION SKILLS

- Develop increased facility in communicating with others in more formal situations, such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes—staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– *Students will be encouraged to develop:*

- Appreciation of the ways in which different economic systems meet the needs of the people.
- Appreciation of the worth of individual initiative and group effort in achieving goals.
- Willingness to consider opinions and interpretations different from their own.
- Appreciation of the contribution of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.

Topic C Canada: Responding to Change

The intent of this study is to help students understand technological change and its effect on the quality of life within a mixed economy so that they can make informed choices about economic growth.

Students will study economic growth and technological change in the Canadian context.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major: – How should we respond to technological change?
- Related: – How is technological change affecting our quality of life?
 – How is technology affecting the way people work?
 – How is technological change affecting the world of work?
 – In what ways can individuals influence technological change?
 – In what ways can government influence technological change?
 – How are labour and management responding to technological change?
 – To what extent should governments influence economic growth?
 – What are some advantages and disadvantages of continued economic growth?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – Economic growth and technological change affect the quality of life.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Technology has affected our way of life and will continue to influence our future.	technology	<ul style="list-style-type: none">– utilization<ul style="list-style-type: none">● primary industries● secondary industries● tertiary industries– innovation (robotics, computers, information revolution, genetics)– implications<ul style="list-style-type: none">● social● economic● political● environmental● cultural
In a mixed economy, economic decisions are made by both the public and private sectors.	mixed economy	<ul style="list-style-type: none">– scarcity– factors of production– role of business, labour, government, consumers– labour-management relations– public sector– private sector (corporations, small businesses, cooperatives)– beliefs/values
Quality of life is affected by changes in technology.	quality of life	<ul style="list-style-type: none">– lifestyle (social, economic, spiritual, physical, etc.)

D. BASIC LEARNING RESOURCES

Grade and Topic	Title	Publisher
7A	<i>Culture: Canada Up Close</i> , 1993	Plains Publishing
	<i>Culture Quest</i> , 1993	Prentice-Hall
7B	<i>Japan: Its People and Culture</i> , 1988	Reidmore Books
	<i>Two Roads to Japan</i> , 1988	Plains Publishing
7C	<i>The Black Canadians</i> , 1989	Reidmore Books
	<i>Canada's People: The Metis</i> , 1987	Plains Publishing
	Kanata Series: <i>Cultures in Canada: Strength in Diversity</i> , 1984 [text]	Weigl Educational Publishers
	Multicultural Canada Series <i>The Jewish Canadians</i> , 1983 <i>The Scottish Canadians</i> , 1981	Nelson Canada
	<i>The Peigan: A Nation in Transition</i> , 1985	Plains Publishing
	<i>The Search for a New Homeland: Polish and German Speaking Canadians</i> , 1990	Reidmore Books
	<i>A Geography of Canada and the United States</i> , 1990	Arnold Publishing
	<i>Canada: A History to the Twentieth Century</i> , 1992	Reidmore Books
8B	<i>Canada Revisited: A Social and Political History of Canada to 1911</i> , 1992	Arnold Publishing
	Kanata Series: <i>Canada's Political Heritage: Conflict and Change</i> , 1985 [text]	Weigl Educational Publishers
	<i>Brazil</i> , 1989	Arnold Publishing
8C	<i>Brazil: Land of Contrasts</i> , 1989	Reidmore Books
	<i>Made in the U.S.A.</i> , 1990	Reidmore Books
9A	<i>The United States: An Economic Perspective</i> , 1990	John Wiley

Grade and Topic	Title	Publisher
9B	<i>Back in the USSR</i> , 1993	Reidmore Books
	<i>Russia, Then and Now</i> , 1993	Arnold Publishing
9C	<i>Canadians Responding to Change</i> , 1990	Reidmore Books
	<i>Technology and Change in Canada</i> , 1990 [redeveloped 9C Kanata kit] [text, media kit, teacher's guide]	Weigl Educational Publishers

PRACTICAL ARTS

CONTENTS

Agriculture: Land and Life

Business Studies 9

Computer Studies

Home Economics

Industrial Education

Career and Technology Studies (CTS) Junior High School Implementation

Practical Arts courses will be replaced by the provincial implementation of Career and Technology Studies (CTS) strands in the 1997-98 school year.

D. BASIC LEARNING RESOURCES

Beginning Level

Grade 7 to Grade 9

McConnell, G. Robert, Rosemarie Giroux Collins and Jocelyn M. Mennill. *Savoir faire: Passages 1*. Don Mills, ON: Les Éditions Addison-Wesley Limitée, 1993. [Beginning Level 3]

ISBN 0201574209

Miller, Ann and Liz Roselman. *Arc-en-ciel 1*. London, England: Mary Glasgow Publications, 1988.

ISBN 1852341742

Miller, Ann, Liz Roselman and Marie-Thérèse Bougard. *Arc-en-ciel 2*. London, England: Mary Glasgow Publications, 1989.

ISBN 1852342331

Intermediate Level

Grade 7 to Grade 9

Brown, Diane G., Janet Flewelling and Lise-Anne Larerdue. *Destinations 2*. Mississauga, ON: Copp Clark Pitman Ltd., 1991.

ISBN 077304955X

Duplantie, Monique, Clément Beaudoin and Jocelyne Hullen. *Élans 1: Première partie*. Montréal, PQ: Centre Éducatif et Culturel inc., 1990.

ISBN 2761707729

_____. *Élans 1: Deuxième partie*. Montréal, PQ: Centre Éducatif et Culturel inc., 1991.

ISBN 2761709705

Duplantie, Monique, Jocelyne Hullen and Roger Tremblay. *Élans 2: Première partie*. Montréal, PQ: Centre Éducatif et Culturel inc., 1992.

ISBN 2761710126

Gollert, Heidi, Elver Peruzzo and Claire Piché. *Destinations 3*. Mississauga, ON: Copp Clark Pitman Ltd., 1992.

ISBN 0773051341

Jean, Gladys. *Entre amis 1*. Scarborough, ON: Prentice-Hall Canada Inc., 1990.

ISBN 0132825422

Jean, Gladys, Barbara Moscovich and Bruce Hartley. *Entre amis 2*. Scarborough, ON: Prentice-Hall Canada Inc., 1992.

ISBN 0132852896

Jean, Gladys et al. *Entre amis 3*. Scarborough, ON: Prentice-Hall Canada Inc., 1992.

ISBN 0132879883

McConnell, G. Robert, Rosemarie Giroux Collins and Jocelyn M. Mennill. *Savoir faire: Passages 2*. Don Mills, ON: Les Éditions Addison-Wesley Limitée, 1993.

ISBN 0201552000

McConnell, G. Robert. *Savoir faire: Passages 3*. Don Mills, ON: Addison-Wesley Ltd., 1991.

ISBN 0201573776

Ullman, Rebecca, Bonnie Carter and Sylvia I. Goodman. *Tous ensemble!: Réflexions*. Toronto, ON: D. C. Heath Canada Limited, 1992.

ISBN 0669953687

D. BASIC LEARNING RESOURCES

Yurkiwska, Stephania. *Mova i rozmova*.
Winnipeg, MB: Ukrainian Canadian
Committee. [language and conversation]

Level 1: Student Writing Book, 1981
Student Workbook, 1981

Level 2: Student Workbook, 1983
Tapes and Filmstrips, 1983
Teacher's Manual, 1984

[illegible]

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